

Stage 6 – Year 11 Preliminary Assessment Handbook & Subject Schedule 2024

“A CENTRE OF EXCELLENCE IN THE CREATIVE AND PERFORMING ARTS”

Narelle Vazquez

Principal

Mark Milne

Deputy Principal (Yr11)

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1 - School Directory

Principal	Mrs Narelle Vazquez
Deputy Principals:	Mrs Scott, Mr Milne & Ms Karayannis (REL)
Year 11 Adviser:	Miss M Bobleska
Assistant Adviser:	Mr S Deo
<u>Head Teachers:</u>	
Administration:	Ms A Quinn
English/EALD:	Ms Thich
Mathematics:	Mrs Dhawan (REL)
Science:	Mrs L Paul (REL)
HSIE:	Ms N Tasic
PDHPE:	Mr D Neeves
CAPA:	Mrs J Cullen and Mr Wilson
Languages:	Mrs L Mitchell (coordinator)
TAS:	Mr I McKenzie
VET:	Mrs M Scott
Student Services:	Ms Quinn
Teaching and Learning:	Mr Johnson
Wellbeing:	Mrs C Kennaugh
Counsellors	
Miss M Basson	Mon, Tue, Thurs
Mrs K Marson	Wed
Mr H Kirby	Fri



Northmead

Creative and Performing Arts High School

Letter to Parents and Students

Dear Parents/Carers and Year 11 students,

This booklet outlines the internal school assessment tasks for students in Year 11, Stage 6, at Northmead Creative and Performing Arts High School.

The dates for assessment tasks are given for each subject on the relevant pages of this booklet. It is important that students work diligently throughout the year to obtain their best possible result. Due diligence and sustained effort is required of ALL students, this includes attendance of classes, and work completed in class and homework.

The range of co-curricular activities in which the Year 11 students are involved is extensive. The best way to keep up-to-date with what your child has coming up is to visit the school's Parent Portal on a regular basis. This will enable you to support your child in maintaining a balance between the academic and extra- curricular activities.

Additionally, any student who leaves Year 11 is eligible to receive a Record of School Achievement (ROSA) to indicate their standard of achievement.

Should you have any questions concerning this booklet, please feel free to contact the school.

Yours sincerely,

Narelle Vazquez

Principal

3 - Information for students and parents/carers.

Students undertaking study for the Higher School Certificate must complete two components for each course studied – a **Year 11 (Preliminary) course** and a **Year 12 (HSC) course**. Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course.

This booklet concerns the Year 11 (Preliminary) course. It provides you with the requirements, rules and assessment information for each course.

The Year 11 (Preliminary) course will begin in Week 1, Term 1, 2024 and concludes in Week 10, Term 3, 2024. All Year 11 (Preliminary) coursework in each subject must be completed satisfactorily to gain a Record of Achievement. The NSW Education Standards Authority (NESA) requires the Principal to certify satisfactory completion.

Year 12 (HSC) courses will begin by the end of Week 3, Term 4, 2024 for students who have satisfactorily completed their Year 11 (Preliminary) courses.

HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualification, vocational training or employment.

NESA ACE Manual. HSC

PATTERN OF STUDY

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least twelve (12) units in your **Preliminary Study** pattern and at least ten (10) units in your **HSC Study** pattern. Both study patterns must include:

- at least six (6) units of Board Developed Courses
- at least two (2) units of a Board Developed Course in English
- at least three (3) courses of two (2) unit value or greater
- at least four (4) subjects

No more than six (6) units of courses in Science can contribute to the twelve (12) Preliminary units and ten (10) HSC units required for the award of the Higher School Certificate.

SATISFACTORY COMPLETION OF A COURSE

Principals are required to certify that students have satisfactorily completed Year 11 (Preliminary) and Year 12 (HSC) courses. The course completion criteria are listed below.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a. followed the course developed or endorsed by the Board; and**
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
- c. achieved some or all of the course outcomes.**

It is a matter for your teacher's professional judgment as to whether a student has made a genuine attempt to:

- complete course requirements
- complete competency based modules
- complete examinations as required.

Principals may determine that, as a result of absence, the course completion criteria have not been met. Students will receive early warning in writing if they are in danger of receiving an 'N' (non-completion of course requirements) determination for any course.

Students over the age of 17 can be expelled from a government school for Unsatisfactory Participation in Learning based on a documented pattern of unsatisfactory completion and/or non-serious attempts to achieve course outcomes as specified by NESA.

4 - Year 11 (Preliminary) Course Assessment Program

Students will complete an internal assessment program for each Year 11 Preliminary course. All assessment tasks and requirements must be satisfactorily completed to be deemed eligible for entry into Year 12 (HSC) courses. Preliminary course internal assessment will be used as evidence to determine the final Preliminary grade submitted to NESA.

Year 11 (Preliminary) course assessments do not contribute to Year 12 (HSC) assessment. A separate booklet outlining internal assessment requirements and task schedules for each course will be provided for HSC course commencement at the beginning of Week 2, Term 4, 2024.

An assessment task is work given to you to enable your teacher to assess your achievement of syllabus outcomes. A variety of assessment tasks may be issued to students, including essays, assignments, tests, seminars, oral presentations, experiments, laboratory reports, performances and practical work. The choice of task type depends on the components and outcomes to be assessed.

Assessment tasks may be completed in class time or issued to students to complete at home.

Whilst every piece of work given is important and needs to be completed, not every piece of set work is included in the assessment program. Other set work is designed to:

- prepare students for an assessment task
- develop skills and knowledge
- provide feedback, and
- develop examination techniques.

The assessment grade for each course is intended to reflect each individual student's achievement throughout the course. It is essential that all assessment tasks submitted are the sole work of each student.

Other activities designed to assist or to measure success in the learning of a particular concept topic or unit are also essential parts of the course. These tasks, although not part of the Formal Assessment Program, also enhance understanding and in doing so help the students prepare both for formal assessment tasks and for the HSC exam itself. You must complete all assigned work.

5 - School Assessment Guidelines - Overview

This is a brief Overview of the assessment guidelines, rules and procedures. automatters you should refer to this document in full for information on process and procedures to follow.

- An **assessment schedule** will be issued at the beginning of a course which will outline the requirements of the course, the schedule of tasks throughout the course, the weighting of each task and the outcomes being assessed in each task. **Assessment dates** will be published on the schools internet calendar. The **Task Weight** of individual tasks will generally range between 10% – 40%, and will generally increase as the course progresses. A variety of types of tasks will be used to assess the students learning in the course.
- An assessment notification will be issued for each task and will outline the date issued, due date, outcomes assessed, weighting for components, the marking rubric (where appropriate) and requirements for submission of the task. At least two weeks' notice of the details of a task will be given. Students should speak with the head teacher or teacher to obtain a copy if you're absent when it is issued.
- Students must demonstrate exemplary **conduct during assessment tasks**. Students must follow the instructions of the teacher at all times and behave appropriately including silence throughout the assessment period. Inappropriate behaviour/talking may result in a zero mark being awarded. Students must not have any notes in brackets on paper, in their equipment / belongings or on their person (On paper, in their equipment/belongings or on their person). Electronic devices or smart watches may not be used.
- **All tasks are mandatory.** Tasks handed in late, or completed late, will receive a zero mark for students in year 11 and 12. A student has the right to appeal to zero mark. The task will still need to be submitted and an N Award warning letter will be generated for the parent/carers notification.
- Students who are absent for a valid reason **MUST** notify the school by phone before 9:00 a.m. on the day of the task and give an anticipated day of return; on their first day of return they **must see the Deputy Principal** to collect an **Illness/Misadventure Appeal Form**; and be prepared to sit for the task, or a substitute task on their return to school. Students who are absent through truancy for an examination or absent on the day of an assessment task due through truancy, will receive a zero for that task.
- Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must submit an Illness/misadventure form and negotiate with the head teacher an alternative arrangement. Any student seeking extension of time for any tasks must do so in writing or email to the Deputy Principal at least two days advance of the due date. Extensions are only given in exceptional circumstances and must have a Deputy Principal approval.

- Malpractice is any activity undertaken by a student that allows the student to gain an unfair advantage over others. Any malpractice, including plagiarism, could lead to a student receiving zero marks. Taking time off school to prepare for assessment tasks on the due date is malpractice. You will receive a zero mark for the task. Where a task is due later in the day, then students must attend all lessons prior to the task on that day. Technology devices such as mobile phone smart watches or any other electronic device and not permitted to be taken into examination/assessment rooms. Failure to comply and may result in a zero mark.
- A non-serious attempt includes non-attempts of sections of examinations or assessment tasks, trivial or offensive material. Zero marks will be awarded and the student may not receive an award in the course this may render a student ineligible to receive a HSC.
- Students may be sent a NESA N-Award warning letter if they are not following the course developed or endorsed by NESA; applying themselves to diligence and sustain effort to the set task experiences provided in the course by the school; and achieving some are all of the course outcomes. These letters will be presented as evidence for an N-Award determination. A minimum two warning letters each course is required for N-Determination.

6 - Assessment Rules and Procedures:

Notification of Assessment Tasks

Teachers will give two weeks' notice in writing of the date, type and relative weighting of each assessment task.

No assessment tasks will be due nor excursions held in the week prior to examinations (second week of Term 1 holidays).

If the due date for a particular task needs to be changed, two calendar weeks' notice will still be given.

Students who are absent on the day a task is issued are responsible for finding out at the earliest opportunity what work was completed or set during their absence. Your teacher will also endeavour to notify you of any task set in your absence via the Google Classroom. An extension of time should not be expected. If you feel you need an extension you may submit an 'Application for Extension' form to the Head Teacher for consideration.

Notification of assessment tasks may include the following, where appropriate:

- outcomes – a statement of the outcomes which relate directly to the syllabus
- the task – a clear and unambiguous description of the task
- materials and resources – you may be made aware of where and how you can obtain resources to help you
- presentation – guidelines may indicate what is expected and acceptable
- marking matrix – breakdown of how marks will be awarded.

The time given to complete the task will vary depending on the task. When a task is completed in class time e.g. tests or practical activities, examination conditions apply.

The Assessment Task cover sheet and the Student Reflection sheet must be attached to the front of the task when it is submitted.

If, when an assessment task is issued, it clashes with a number of other tasks from other courses, talk to the teacher. The teacher, in consultation with the Head Teacher, may alter the due date.

Difficulties with Assessment Tasks

Students must make a genuine attempt at all sections of assessment tasks. If students are having problems with an assessment task or with work in general, they should discuss the matter with their teacher at the first opportunity. Parents with concerns regarding these matters are encouraged to contact the Faculty Head Teacher to discuss their concerns.

Submission of Assessment Tasks

Students have the responsibility to submit each Assessment Task to their teacher by the due date.

Ensure the teacher signs the receipt section of the Assessment Task cover sheet and returns the tear-off section to the student. This provides evidence that the Assessment Task was submitted should the task be misplaced.

Students must ensure they submit the task as per Assessment Notification. This includes the time of submission and format (Hard Copy, Electronic submission to Google Drive).

If the class teacher is absent on the due date of an Assessment Task, the task should be submitted to one of the people on the list:

- the Head Teacher of that course
- the other teacher of that course
- a teacher in the same faculty
- The Deputy Principal.

The receipt section of the Assessment Task cover sheet must be completed and signed as normal and the student must retain the tear-off section. Under no circumstances should any assessment task be left in a classroom or staffroom under the assumption that the teacher will find it later.

If students are on an excursion or on Work Placement, students must make arrangements with their teacher for submission prior to the due date.

Late submission and non-completion of assessment tasks

Students must attempt all the assessment tasks set out in the assessment programs of each course studied. It is the student's responsibility to negotiate to undertake a similar test or task on the first day a student returns to school.

If non-submission was because of absence, on the students return to school, the assessment task (complete or incomplete) should be presented to the teacher, or if an in-class task was missed, this must be completed as soon as practicable. In either case a mark of zero will be recorded. If an illness/misadventure form is submitted and approved, the marks for these tasks will replace the zero.

In the case of a non-attempt by a student:

- it will be recorded in the assessment records of the course as a non-attempt
- the student must complete the task on the first day back at school
- a mark of zero (0) will be awarded for the completed assessment task
- an 'N' determination warning letter will be sent home.

Students may submit an Illness/Misadventure form for this to be reviewed.

Assessment Task missed due to absence - Illness/Misadventure

If you missed an Assessment task, Zero marks will be awarded unless an acceptable reason (if appropriate, supported by medical evidence) is provided.

Steps to follow:

1. On the first day you return to school, students are report to their Deputy Principal at the beginning of the school day and submit a Dr Certificate and any outstanding Assessment Task(s)
2. The Deputy Principal will issue the student with an Illness/Misadventure Appeal form that must be submitted within 5 days of the missed assessment task.
3. In case of a missed examination, students will sit the examination on the first day returning to school. If the student has missed multiple examinations, the Deputy Principal will devise a suitable timetable in consultation with the student for the catch up of these examinations. This will commence on the first day of return where the student will be asked to complete their first examination.
4. Students will not be asked to sit more than 2 tasks on any given day.
5. Students may be given an alternative task. Only in very exceptional cases will an estimate be awarded.

The right to submit an **illness/misadventure appeal** and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, in such cases of severe illness.

If the reason for absence is accepted, task results will be awarded to the student. No valid reason will result in the task being recorded as a non-attempt.

Application for Misadventure (Examination)

Students may apply for misadventure if circumstances during or immediately before a task clearly impact performance in the task. This could include the onset of illness within a task or interruption to the task by external circumstances such as an emergency evacuation. Students cannot appeal for misadventure with the same reasons they receive Special Provisions for when sitting an assessment task. The 'Application for Misadventure (Examination)' form must be completed by the student on the day of the task. The form must include a statement from the teacher supervising the task at the time. This form is submitted to the Head Teacher for the particular course.

Estimates

The Principal may authorise that an estimate be given for a task, or parts of a task, which have not been performed due to a valid absence or misadventure. This applies only in exceptional circumstances and only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

Non-genuine attempt of assessment tasks

A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the task set and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' award warning letter will be sent home
- parents/carers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

Failure to complete an assessment task

If a student fails to meet the assessment requirements of the course, warning letters will be issued. The Principal, through the Head Teacher and class teacher will:

- advise the student of the concern and alert the student to the possible consequences of receiving an 'N' determination
- advise the parent/carer in writing
- issue at least one follow up letter.

If the student fails to complete assessment tasks with mark values totalling more than 50% of the final assessment mark in a course, then the school must certify that the student has not met course requirements. This will result in the course not appearing on the HSC Record of Achievement, either as an examination mark or a moderated mark. This may mean that the student will not be eligible for the award of the HSC.

Review of assessment marks

Once a marked assessment task has been returned to students, a student may request an explanation from the class teacher of how the mark or rank was allocated. If the student is dissatisfied with the response given, the Head Teacher of the course will be consulted.

Students wishing to take the step to **Appeal** the marks awarded - must submit an appeal in writing, handed to your teacher within 5 days of the task being returned. Once marks are fixed, they cannot be appealed against.

An appeal must be lodged within 5 days and will be reviewed by the Senior Executive for a final decision.

Reporting of assessment progress

The school awards mark and reports ranks for each assessment task completed. The marks may be statistically adjusted. Class teachers will also provide oral and written feedback to the student on their performance.

Assessment progress is reported to parents on the school report. The rank on the report indicates how the student performed compared to other students taking the same course on the student's final Year 11

(Preliminary) examination or HSC mid-course examination mark. This ranking is not provided for competency-based VET courses.

Assessment marks are not included on the school report, nor are students informed of their final assessment marks at the end of the HSC year.

After the last HSC examination has been held, students are given their final assessment ranking for each course studied on request. This remains the same regardless of examination of performance.

7 - Illness/Misadventure

Procedures for Illness/Misadventure Appeal

An Illness/Misadventure Appeal Form is used when an assessment task is:

- not submitted on time;
- submitted incomplete;
- during extraordinary circumstances; or
- when there is a known absence or approved leave of absence.

Where a student experiences misadventure, they should obtain an Illness/Misadventure Appeal Form from and discuss the illness/misadventure incident with the Deputy Principal. This must be done on the same day where possible or the next day of attendance, including attendance at the next examination after the misadventure. Any student in these circumstances receives a 0 Mark until proven otherwise.

Completing the Illness/Misadventure Appeal Form

- A copy of the Illness/Misadventure Appeal Form is attached at the end of this document.
- The Illness/Misadventure Appeal Form is a two-sided document. If the appeal is of a medical nature, the Medical Certificate must be completed by the medical practitioner, certifying the extent of the effects of the illness on the student's capacity to complete the assessment task.
- The top section is to be completed by the student. Reasons for the Illness/Misadventure must be documented in this section.
- Relevant documentation (example medical certificate, counselor or police officer report) must be attached
- The form must be signed by both the student and the parent/carer
- It is the student's responsibility to complete the Illness/Misadventure Appeal Form and return it to the Deputy Principal within five school days of their return to school. Late appeals may be considered but only in the event of exceptional circumstances.
- Appeals initiated after the assessment marks have been distributed will not be accepted

Students **cannot** submit and appeal on the basis of:

- difficulties in preparation or loss of preparation time/technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever, mental health unless they are suffering a flare up of the condition during the examination or assessment period.
- misreading the examination timetable
- misreading the assessment task notification or examination instructions
- illness once the assessment paper is opened during the reading time or after the examination commences.

Students **must** be prepared to do the task or a substitute task on the **day of return** or at a time arranged by the Faculty Head Teacher or Deputy Principal.

The Faculty Head Teacher will make a recommendation, including: awarding a zero mark; giving the same task at a later date; setting an alternative task; giving an estimate or other options as determined by the Faculty Head Teacher. The form is then submitted to the Deputy Principal. If the appeal is supported by the Faculty Head Teacher the Deputy Principal may uphold the appeal. If the Deputy Principal chooses not to uphold the appeal the student has the option of requesting the Principal to review the appeal.

Failure to follow the above procedures will result in an N-Award Notification letter to be issued to parents/carers of the student.



**HIGHER SCHOOL CERTIFICATE
ILLNESS/MISADVENTURE APPEAL FORM**

If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

OR

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

YOU SHOULD COMPLETE THIS FORM

Please consult the Northmead CAPA High School HSC Assessment Policy before completing the form.

Name: _____ **Roll Class:** _____

Subject: _____ **Date of Assessment Task:** _____

Class Teacher: _____ **Head Teacher:** _____

Type of Appeal: (please circle) ILLNESS MISADVENTURE

Details: (see over for instructions) please indicate how this affected your performance.

Student's signature: _____ **Parent's signature:** _____

Date: _____ **Date:** _____

Please hand this completed form to relevant Deputy Principal **within 5 school days of the task's due date**.

Receipt of Illness/Misadventure Form Acknowledgement

Student: _____ **Subject:** _____

Your appeal was received on: _____ **Signed:** _____

Instructions: For the circumstances of your appeal to be accurately assessed, the following information is required:

In case of illness:

- the date of onset of illness;
- an indication of the duration of the condition.

In case of misadventure:

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

NB: Please attach supporting documentation

FOR SCHOOL USE ONLY:

Comments by Teacher / Head Teacher:

DECISION:

☐ Appeal Upheld

☐ Appeal Declined

Comment:

Signed: _____ Date: _____

NOTIFICATION:

☐ Head Teacher informed

Date: _____

☐ Student informed

Date: _____

8 - 'N' Award Process and 'N' Determinations

Procedures for students in danger of not meeting NESA requirements of a course

Students must make a genuine attempt at the assessment tasks that make up over 50% of the possible school assessment marks for that course.

To satisfactorily complete a course students must also follow the course developed or endorsed by NESA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes. "Set tasks and experiences" refers not only to assessment tasks but also to regular class tasks set by the teacher.

Students may be sent a copy of the official NESA letters outlining the precise concerns and ways the student can remedy the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate the impact. These letters will be presented as evidence for a N Award Determination. Student and parent interviews will also alert students to the likelihood of a N Award Determination in a subject or subjects. Letters regarding the paramet course requirements are noted in Sentral (the school administration recording program) and kept in student files.

A minimum of **two** warning letters for each course is required for N Determination. The principal will use the following as a guide for N Determination.

- Set tasks and experiences: the student has not **applied himself with diligence and sustained effort** to set task and experiences
- **50% rule:** in addition to any other set task and experiences in any course students must complete assessment tasks that contribute in excess of 50% of available marks.
- Attendance the Principal may determine that as a result of absence the course completion criteria have not been met.

If a N-Determination is given:

- the course will be listed as not completed on the record of achievement
- the student may be ineligible for the award of a ROSA or Preliminary HSC or HSC.
- in a mandatory course the student will not be eligible for a record of a school achievement. If the student leaves school they will receive a Transcript of Study which will list the mandatory course(s) for which a N Determination was given. The words "not completed" will appear next to each N determined course.

The most common problems in encountered by students in relation to the above responsibilities are:

- **failure to contact your DP on the first day back after sickness or absence and producing a medical certificate in case of illness.**
- **ignoring formal NESA warning letters**
- **poor attendance - non completion of class tasks and experiences**

9 - Malpractice, copying and plagiarism

Zero marks will generally be awarded to any student who, in completing an assessment task:

- cheats
- attempts to cheat
- assists others to cheat
- submits work that is not their own
- distracts other students from their work during an assessment task
- disrupts the assessment task in any way.

Under no circumstances may a student take into an in-class task or examination, any notes, papers, documents, devices which could reasonably be considered as material, or tool that could be used to help complete the task. Malpractice is deemed to have occurred whether or not the student actually used the material/device when completing the task.

The decision regarding malpractice will be made by the class teacher, in consultation with the Head Teacher. The Head Teacher will immediately notify the Deputy Principal. Consideration of circumstances may result in some marks being awarded.

Any appeal against such a decision must be made by the student, in writing, to the Principal, within 24 hours of the decision being taken.

Malpractice is any activity that allows students to gain an unfair advantage over other students.

It includes, but not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- using electronic devices such as - phones > smart watches

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of an explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

'All My Own Work' seminars have been provided to all students.

10 - Student Responsibilities

Students are responsible for:

- attending school regularly;
- showing that through genuine effort and achievement they have met all the requirements of the courses they are studying;
- participating actively and cooperatively in all lessons;
- completing all homework satisfactorily;
- checking with their teachers as soon as possible after an absence to find out what work needs to be completed;
- completing each assessment task to the best of their ability;
- handing in all assessment tasks for marking by the due date;
- making sure that any questions they have about the marks and grades awarded for an individual piece of work are discussed with their teacher at the time the work is handed back;
- reading the Assessment Information Booklet carefully and keeping the outlines for each subject studied;
- bringing required equipment, including laptop, to all classes.

Complying with “All My Own Work” requirements

Communication of this document

This document will be:

- issued to students and workshopped
- referred to by class teachers and posted on Year 11 Google Classrooms
- placed on the website
- referred to in the school newsletter.

Students will be issued with individual subject Internal Assessment Programs by their course teachers and will be asked to sign that they have received this. The Internal Assessment Programs will also be posted on the Google Classrooms for that course.

You will be asked to sign an acknowledgement and agreement to abide by Assessment Guidelines.

PRELIMINARY


2024 SUBJECT

ASSESSMENT

SCHEDULES


SUBJECT: ANCIENT HISTORY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week: Week 9	Week: Week 9	Week 9-10
		Date: 25/03/24	Date: 24/06/24	Date: Exam Period
		Task 1– Archeological report	Task 2 – Historical Investigation	Task 3 – Yearly Examination
1. Knowledge and understanding of course content	40%	10	10	20
2. Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
3. Historical inquiry and research	20%	10	10	
4. Communication of historical understanding in appropriate forms	20%	5	5	10
Totals	100	30%	30%	40%
Outcomes		AH11-6 AH11-7, AH11-8, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6,, AH11-7, AH11-9
Outcomes: AH11-1 describes the nature of continuity and change in the ancient world AH11-2 proposes ideas about the varying causes and effects of events and developments AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH11-4 accounts for the different perspectives of individuals and groups AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-7 discusses and evaluates differing interpretations and representations of the past AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history				


SUBJECT: BIOLOGY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 2	Term 3	Term 3
		Week 2	Week 4	Weeks 9 & 10
		Date: 10/05/24	Date: 16/08/24	Date: Exam Period
		Task 1 Depth Study	Task 2 Skills Task	Task 3 Preliminary Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
Totals	100%	30%	30%	40%
Outcomes		BIO 11/12-1, BIO 11/12-4, BIO 11/12-5, BIO 11/ 12-7 BIO 11-10 BIO 11-11	BIO 11/ 12-2 BIO 11/12-3 BIO 11/ 12-4, BIO 11/12-5 BIO 11/12-6, BIO 11/12-7 BIO 11-8, BIO 11- 9	BIO 11/12-2, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7 BIO 11-8, BIO 11- 9 BIO 11-10, BIO 11-11
Outcomes: <ul style="list-style-type: none"> ☐ BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation ☐ BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information ☐ BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information ☐ BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ☐ BIO11/12-5 analyses and evaluates primary and secondary data and information ☐ BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes ☐ BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose ☐ BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes ☐ BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms ☐ BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species ☐ BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem 				


SUBJECT: BUSINESS STUDIES

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week:7	Week:8	Weeks 9 & 10
		Date:11/03/24	Date: 17/06/24	Date:Exam Period
		Task 1 - Case Study Extended response	Task 2 - Business Report	Task 3 - Preliminary Exam
1.Knowledge and understanding of course content	40%	10	10	20
2. Stimulus-Based Skills	20%		10	10
3. Inquiry and Research	20%	15	5	
4.Communication of business information, ideas and issues	20%	5	5	10
Totals	100%	30	30	40
Outcomes		P2,P6, P7, P9	P3, P5, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10
Outcomes: P1 discusses the nature of business, its role in society and types of business structure P2 explains the internal and external influences on business P3 describes the factors contributing to the success or failure of small to medium enterprises P4 assesses the processes and interdependence of key business functions P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations P9 communicates business information and issues in appropriate formats P10 applies mathematical concepts appropriately in business situations				


SUBJECT: CHEMISTRY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week: 10	Week: 6	Weeks: 9 & 10
		Date: 5/04/24	Date: 4/06/24	Date: Exam Period
		Task 1 Practical Skills task	Task 2 Depth Study	Task 3 Preliminary Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
Totals	100%	30%	30%	40%
Outcomes		CH11/12-2 CH11/12-6 CH11-9	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-7 CH11-9	CH11/12-6 CH11-9 CH11-10 CH11-11
Outcomes: <ul style="list-style-type: none"> CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation CH11/12-2 designs and evaluates investigations to obtain primary and secondary data and information CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media CH11/12-5 analyses and evaluates primary and secondary data and information CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships CH11-10 explores the many different types of chemical reactions, the reactivity of metals, and the factors that affect the rate of chemical reactions CH11-11 analyses the energy considerations in the driving force for chemical reaction 				


SUBJECT: COMMUNITY AND FAMILY STUDIES

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 7	Weeks: 9 & 10
		Date: 26/03/2024	Date: 14/06/2024	Date: Exam Period
		Task 1- In class Writing Task: Resource Management 30%	Task 2 – Case Study Leadership 35%	Task 3 – Yearly Examination 35%
Knowledge and understanding of course content	40%	10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Totals	100%	30	35	35
Outcomes		P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 -P6.2
Outcomes: P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals P1.2 proposes effective solutions to resource problems P2.1 accounts for the roles and relationships that individuals adopt within groups P2.2 describes the role of the family and other groups in the socialisation of individuals P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the interrelationship between internal and external factors and their impact on family functioning P3.1 explains the changing nature of families and communities in contemporary society P3.2 analyses the significance of gender in defining roles and relationships P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written, oral and graphic form P5.1 applies management processes to maximise the efficient use of resources P6.1 distinguishes those actions that enhance wellbeing. P6.2 uses critical thinking skills to enhance decision making.				

SUBJECT: DANCE

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 9	Weeks: 9 & 10
		Date: 3/04/24	Date: 26/06/24	Date: Exam Period
		Task 1 Class Sequences & Dance – 20% & Written Exam: Safe Dance & Anatomy – 10%	Task 2 Written Exam: Australian Dance & Dance Analysis – 30%	Task 3 CP & Informal Discussion – 10% & Composition & Rationale & Logbook & informal Discussion – 30%
Performance	40	30%		10%
Composition	30			30%
Appreciation	30		30%	
Totals	100	30	30	40
Outcomes		P1.1, P1.2, P2.1, P3.1, P4.1, P4.2, P4.3, P5.2, P6.2	P P1.1, P4.1, P4.2, P4.3, P5.1, P5.3, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1

Outcomes:

Dance as an Art form

P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form

P1.2 understands the use of dance terminology relevant to the study of dance as an artform

P1.3 develops the skills of dance through performing, composing and appreciating dance

P1.4 values the diversity of dance as an artform and its inherent expressive qualities

Dance Performance

P2.1 identifies the physiology of the human body as it is relevant to the dancer

P2.2 identifies the body's capabilities and limitations

P2.3 recognises the importance of the application of safe dance practice

P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination

P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices

P2.6 values self-discipline, commitment and consistency in technical skills and performance

Dance Composition

P3.1 identifies the elements of dance composition

P3.2 understands the compositional process

P3.3 understands the function of structure as it relates to dance composition

P3.4 explores the elements of dance relating to dance composition

P3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition

P3.6 structures movement devised in response to specific concept/intent

P3.7 values their own and others' dance activities as worthwhile

Dance Appreciation

P4.1 understands the socio-historic content in which dance exists

P4.2 develops knowledge to critically appraise and evaluate dance


P4.3 demonstrates the skills of gathering, classifying and recording information about dance

P4.4 develops skills in critical appraisal and evaluation

P4.5 values the diversity of dance from national and international perspectives


SUBJECT: DESIGN AND TECHNOLOGY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 10	Weeks: 9 & 10
		Date: 5/04/2024	Date: 28/06/2024	Date: Exam Period
		Task 1—Project & Folio Realisation 30%	Task 2 – Project & Folio Realisation 40%	Task 3 – Yearly Exam 30%
1. Knowledge & Understanding of Course Content	40	5%	10%	25%
2. Knowledge & Skills in Designing, Managing, Producing & Evaluating Design Projects	60	25%	30%	5%
Totals	100	30	40	30
Outcomes		P1.1, P1.2, P2.1, P3.1, P4.1, P4.2, P4.3, P5.2, P6.2	P P1.1, P4.1, P4.2, P4.3, P5.1, P5.3, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1
Outcomes: P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects P2.1 identifies design and production processes in domestic, community, industrial and commercial settings P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities P4.2 uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing P5.1 uses a variety of management techniques and tools to develop design projects P5.2 communicates ideas and solutions using a range of techniques P5.3 uses a variety of research methods to inform the development and modification of design ideas P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects P6.2 evaluates and uses computer-based technologies in designing and producing				


SUBJECT: DRAMA

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week: 11	Week: 10	Weeks: 9 & 10
		Date: 8/04/24	Date: 2/07/24	Date: Examination Period 2 days - Practical & Theory
		Task 1 – Theatre: Performance Essay - Group Performance (25%) & Extended Response (10%)	Task 2 – Group Performance: Elements of Drama 20%) & Logbook (10%)	Task 3 – Preliminary Examinations - Hand in Part A (20%) Theoretical Part B (15%) Part A Design Portfolio 20% Part B Written Exam 15%
1. Making	40	10	10	20
2. Performing	30	20	10	
3. Critically Studying	30	5	10	15
Totals 100%	100	35%	30%	35%
Outcomes		P1.1, 1.4, 1.6; P2.3; P3.2	P1.2,1.5,1.6,2.4,3.1	P1.3; P2.1, 2.2; P3.3
Outcomes: P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles P1.2 explores ideas and situations, expressing them imaginatively in dramatic form P1.3 demonstrates performance skills appropriate to a variety of styles and media P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole Performing P2.1 understands the dynamics of actor-audience relationship P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces *Values P2.5 understands and demonstrates the commitment, collaboration and energy required for a production P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance Critically Studying P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements *Values P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest *Note: While values and attitudes outcomes are included in this syllabus, they are not to be assessed in the HSC assessment program.				


SUBJECT: ECONOMICS

Preliminary Assessment Schedule 2024

 Component	W eig ht ing	Term 1	Term 2	Term 3
		Week 8	Week 9	Week 9/10
		Date: 18/03/24	Date: 24/06/24	Exam Period
		Economies Research Task & In class Essay	In Class Stimulus Extended Response	Preliminary Exam
1. Knowledge and understanding of course content	40%	10%	10%	20%
2. Stimulus based skills	20%		10%	10%
3. Inquiry and research	20%	10%	5%	5%
4. Communication of business information, ideas and issues	20%	5%	10%	5%
Totals	100%	25%	35%	40%
Outcomes		P1, P2, P4, P7,P8, P10	P1,P2, P3, P5, P8, P10,	P1, P2, P3, P5,P6,P7,P8,P9,P10,P11,
Outcomes: P1 demonstrates understanding of economic terms, concepts and relationships P2 explains the economic role of individuals, firms and government in an economy P3 describes, explains and evaluates the role and operation of markets P4 compares and contrasts aspects of different economies P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy P6 explains the role of government in the Australian economy P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments P8 applies appropriate terminology, concepts and theories in economic contexts P9 selects and organises information from a variety of sources for relevance and reliability P10 communicates economic information, ideas and issues in appropriate forms P11 applies mathematical concepts in economic contexts P12 works independently and in groups to achieve appropriate goals in set timeline				


SUBJECT: ENGLISH ADVANCED

Preliminary Assessment Schedule 2023

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 10	Weeks: 9 & 10
		Date: 9/04/2024	Date: 2/07/2024	Date: Exam Period
		Task 1– Writing Portfolio and Reflection 30%	Task 2 – Multimodal Task 35%	Task 3 – 35%
1. Reading to Write	40	30%		10%
2. Module A	45		35%	10%
3. Module B	15			15%
Totals	100	30	35	35
Outcomes		1, 3, 4, 5, 9	2, 4, 5, 6, 8	1, 3, 4, 5, 7
Outcomes: <ol style="list-style-type: none"> 1. responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure 2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies 3. analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning 4. strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts 5. thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments 6. investigates and evaluates the relationships between texts 7. evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued. 8. explains and evaluates cultural assumptions and values in texts and their effects on meaning. 9. reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner. 				


SUBJECT: ENGLISH EXTENSION

Preliminary Assessment Schedule 2023

 Component	Weighting	Term 2	Term 3	Term 3
		Week 2	Week 6	Weeks: 9 & 10
		Date: 9/05/2024	Date: 29/08/2024	Date: Exam Period
		Task 1– Essay 20%	Task 2 – Multimodal Presentation - Video submission 40%	Task 3 – Yearly Examination 40%
1. Essay	20	20%		
2. Research Project	40		40%	
3. Yearly Examination	40			40%
Totals	100	20%	40%	40%
Outcomes		3, 2	1, 4, 5	1, 2, 6
Outcomes: <ol style="list-style-type: none"> demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts develops skills in research methodology to undertake effective independent investigation articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity 				


SUBJECT: ENGLISH STANDARD

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week: 10	Weeks: 9 & 10
		Date: 9/04/2024	Date: 2/07/2023	Date: Exam Period
		Task 1– Writing Portfolio and Reflection 30%	Task 2 – Multimodal Task 35%	Task 3 – 35%
1. Reading to Write	40	30%		10%
2. Module A	45		35%	10%
3. Module B	15			15%
Totals	100	30	35	35
Outcomes		1, 3, 4, 5, 9	2, 4, 5, 6, 8	1, 3, 4, 5, 7
Outcomes: <ol style="list-style-type: none"> 1. responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure 2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies 3. analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning 4. applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts 5. thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments 6. investigates and explains the relationships between texts 7. understands and explains the diverse ways texts can represent personal and public worlds 8. identifies and explains cultural assumptions in texts and their effects on meaning 9. reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner 				


SUBJECT: ENGINEERING STUDIES

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 3	Term 3
		Week 8	Week 2	Weeks: 9 & 10
		Date: 18/03/24	Date: 30/07/24	Date: Exam Period
		Task 1 – %	Task 2 – %	Task 3 – %
1. Knowledge and understanding of course content	60	15%	15%	30%
2. Knowledge and skills in research, problem solving and communication related to Engineering practice	40	15%	15%	10%
Totals	100	30	30	40
Outcomes		P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3, P6.2
Outcomes: P1.1 identifies the scope of engineering and recognises current innovations P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering P2.1 describes the types of materials, components and processes and explains their implications for engineering development P2.2 describes the nature of engineering in specific fields and its importance to society P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2 develops written, oral and presentation skills and applies these to engineering reports P3.3 applies graphics as a communication tool P4.1 describes developments in technology and their impact on engineering products P4.2 describes the influence of technological change on engineering and its effect on people P4.3 identifies the social, environmental and cultural implications of technological change in engineering P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering P6.1 applies knowledge and skills in research and problem-solving related to engineering. P6.2 applies skills in analysis, synthesis and experimentation related to engineering.				


SUBJECT: ENTERPRISE COMPUTING

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 8	Weeks: 9 & 10
		Date: 2/04/24	Date: 21/06/24	Date: Exam Period
		Task 1 – Digital solution for an issue 30%	Task 2 – Design and model a network of interconnected devices 30%	Task 3 – Yearly Examination 40%
1. Interactive Media and the User Experience	45	25%	5%	15%
2. Networking Systems and Social Computing	35		20%	15%
3. Principles of Cybersecurity	20	5%	5%	10%
Totals	100	30	30	40
Outcomes		EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11
Outcomes: EC-11-01 -describes how systems are used in a range of enterprises EC-11-02 - describes the function of data and information within enterprise computing systems EC-11-03 - describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems EC-11-04 - describes how data is used in enterprise computing systems EC-11-05 - applies tools and resources to analyse datasets EC-11-06 - explains how innovative technologies have influenced enterprise computing systems EC-11-07 - explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment EC-11-08 - selects and uses tools and resources to design and develop an enterprise computing system EC-11-09 - documents the management and evaluates the development of an enterprise solution EC- 11-10 - investigates the effectiveness of an enterprise computing system EC-11-11 - communicates an enterprise computing solution to an intended audience				


SUBJECT: GEOGRAPHY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 3	Term 3
		Week:10	Week:10	Week: 9-10
		Date: 2/04/24	Date: 4/07/24	Date:Exam Period
		Earth's Natural system - In class essay	Geographical Investigation	Prelim Yearly Exam
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20		10	10
Totals	100	20%	40%	40%
Outcomes		GE 11-2, GE 11-09	GE 11-05,06,07,08,09	GE11-01, 02, 03, 04, 05, 08
GE-11-01 - examines places, environments and natural human phenomena, for their characteristics, spatial patterns, interactions and changes over time GE-11-2 - explains geographical processes and influences, at a range of scales, that form and transform places and environments GE-11-3 - explains geographical opportunities and challenges, and varying perspectives and responses GE-11-04- assesses responses and management strategies, at a range of scales, for sustainability GE-11-05 - analyses and synthesis relevant geographical information from a variety of sources GE-11-06- identifies geographical methods used in geographical inquiry and their relevance in the contemporary world GE-11-07- applies geographical inquiry skills and tools, including spatial technologies, fieldworld and ethical practices, to investigate places and environments GE- 11-09 - applies mathematical ideas and techniques to analyse geographical data GE-11-09- communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms				


SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 3	Term 3
		Week 10	Week 3	Weeks: 9 & 10
		Date: 2/04/24	Date: 6/08/24	Date: Exam Period
		Task 1– Research Assignment 20%	Task 2 – Practical Project – including Folio 40%	Task 3 – Yearly Exam 40%
1. Knowledge and understanding of course content	40	10	10	20
2. Knowledge and skills in the design, management, communication and production of a major project	60	10	30	20
Totals	100	20	40	40
Outcomes		P1.1, P1.2, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P3.1, P3.2, P5.1, P6.1, P6.2, P7.1, P7.2
Outcomes: P1.1 describes the organisation and management of an individual business within the focus area industry P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations P3.1 sketches, produces and interprets drawings in the production of projects P3.2 applies research and problem-solving skills P3.3 demonstrates appropriate design principles in the production of projects P4.1 demonstrates a range of practical skills in the production of projects P4.2 demonstrates competency in using relevant equipment, machinery and processes P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects P5.1 uses communication and information processing skills P5.2 uses appropriate documentation techniques related to the management of projects P6.1 identifies the characteristics of quality manufactured products P6.2 identifies and explains the principles of quality and quality control P7.1 identifies the impact of one related industry on the social and physical environment P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment				


SUBJECT: INVESTIGATING SCIENCE

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week : 1 1	Week: 9	Weeks: 9 & 10
		Date: 9/04/24	Date: 25/06/24	Date: Exam Period
		Task 1 Depth Study	Task 2 Modelling Task	Task 3 Preliminary Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
Totals	100%	30%	30%	40%
Outcomes		INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS11-10	INS11/12-5 INS11/12-6 INS11-8 INS11-9 INS11-10 INS11-11
Outcomes: <p>11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>11/12-5 analyses and evaluates primary and secondary data and information</p> <p>11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>11-8 identifies that the collection of primary and secondary data initiates scientific investigations</p> <p>11-9 examines the use of inferences and generalisations in scientific investigations</p> <p>11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes</p> <p>11-11 describes and assesses how scientific explanations, laws and theories have developed</p>				

SUBJECT: JAPANESE CONTINUERS

Preliminary Assessment Schedule 2024


 Component	Weighting	Term 1	Term 2	Term 3
		Week: 9	Week: 9	Weeks: 9 & 10
		Date: 26/3/2024	Date: 25/6/2024	Date: Exam Period
		Task 1: Listening & Speaking 30%	Task 2: Reading & Writing 30%	Task 3: Preliminary Examination (ALL skills) 40%
1. Listening	30	20		10
2. Reading	30		20	10
3. Speaking	20	10		10
4. Writing	20		10	10
Totals	100	30%	30%	40%
Outcomes		1.1, 1.2, 1.4, 2.1, 3.1, 3.2, 3.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1

OUTCOMES:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of the past, present and future experience
- 2.1 applies knowledge of language structures to original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture


SUBJECT: LEGAL STUDIES

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 8	Weeks: 9 & 10
		Date: 19/03/24	Date: 21/06/24	Date: Exam Period
		Task 1 - Media file and essay 30%	Task 2 - Research essay 30%	Task 3 - Prelim Examination 40%
Knowledge and understanding of course content	40%	10	10	20
Analysis and evaluation	20%		10	10
Inquiry and research	20%	15	5	
Communication of legal information, issues and ideas in appropriate forms	20%	5	5	10
Totals	100%	30	30	40
Outcomes		P1, P4, P6, P8	P5, P7, P9, P10	P2, P3, P7, P9
Outcomes: A student: P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change P6. explains the nature of the interrelationship between the legal system and society P7. evaluates the effectiveness of the law in achieving justice P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents P9. communicates legal information using well structured responses P10. accounts for differing perspectives and interpretations of legal information and issues				


SUBJECT: MATHEMATICS ADVANCED

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 9	Weeks: 9 & 10
		Date: 5/4/2024	Date: 27/06/2024	Date: Exam Period
		Task 1 30 % In class exam	Task 2 30 % Assignment	Task 3 40 %
1. Concept	50	15%	15%	20%
2. Skills	50	15%	15%	20%
Totals	100	30%	30%	40%
Outcomes		MS11-1, MS11-2, MS11-8, MS11-9	MS11-7, MS11-8, MS11-9	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9
Outcomes & Objectives: MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts MA11-9 provides reasoning to support conclusions which are appropriate to the context				

SUBJECT: MATHEMATICS STANDARD

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 9	Weeks: 9 & 10
		Date: 21/3/2024	Date: 27/6/2024	Date: Exam Period
		Task 1 30 % In class exam	Task 2 30 % Written Exam	Task 3 40 %
1. Understanding, fluency and communication	50	15%	15%	20%
2. Problem solving, reasoning and justification	50	15%	15%	20%
Totals	100	30%	30%	40%
Outcomes		MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

Outcomes & Objectives:

Students develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
MS11-2 represents information in symbolic, graphical and tabular form.

Students develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks.

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units.

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures.

MS11-5 models relevant financial situations using appropriate tools.

MS11-6 makes predictions about everyday situations based on simple mathematical models.

MS11-7 develops and carries out simple statistical processes to answer questions posed.

MS11-8 solves probability problems involving multistage events.

Students develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations.


MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts.

Students develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

MS11-10 - justifies a response to a given problem using appropriate mathematical terminology and/or calculations


SUBJECT: MATHEMATICS EXTENSION 1

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 9	Weeks: 9 & 10
		Date: 27/3/2024	Date: 26/6/2024	Date: Exam Period
		Task 1 30 % In class exam	Task 2 30% Assignment	Task 3 40 %
1. Concept	50	15%	15%	20%
2. Skills	50	15%	15%	20%
Totals	100	30%	30%	40%
Outcomes		ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Outcomes & Objectives: ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions ME11-2 manipulates algebraic expressions and graphical functions to solve problems ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs				


SUBJECT: MODERN HISTORY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week: 9	Week: 9	Weeks: 9 & 10
		Date: 28/03/24	Date: 27/06/24	Date: Exam period
		Task 1 - Historical Investigation Log and Essay (Hand - In) 30%	Task 2 - Essay (In-Class) 30%	Task 3 - End of Year Examination (In Class) 40%
1. Knowledge and understanding of course content	40%	10	10	20
2. Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
3. Historical inquiry and research	20%	10	10	-
4. Communication of historical understanding in appropriate forms	20%	5	5	10
Totals	100%	30	30	40
Outcomes		MH11-3; MH11-5; MH11-7; MH11-8 ;MH11-10	MH11-1; MH11-4; MH11-5; MH11-6; MH11-9	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-7; MH11-9
Outcomes: MH11-1 describes the nature of continuity and change in the modern world MH11-2 proposes ideas about the varying causes and effects of events and developments MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-4 accounts for the different perspectives of individuals and groups MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-7 discusses and evaluates differing interpretations and representations of the past MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-10 discusses contemporary methods and issues involved in the investigation of modern history				


SUBJECT: MUSIC 1

Preliminary Assessment Schedule 2024

	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 10	Weeks 9 & 10
		Date: 26/3/2024 & 27/3/2024 ALL DAY 2 DAYS	Date: 3/7/2024	Date: During Exam period ALL DAY 2 DAYS
Component		Task 1	Task 2	Task 3
Performance	25	10		15
Musicology	25	25		
Composition	25		25	
Aural	25			25
Totals	100	35	25	40
Outcomes		2, P6, P7, P9	P3, P5, P8	P1, P4, P10, P11
Outcomes: P1: performs music that is characteristic of the topics studied P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles P5: comments on and constructively discusses performances and compositions P6: observes and discusses concepts of music in works representative of the topics studied P7: understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied P8: identifies, recognises, experiments with and discusses the use of technology in music P9: performs as a means of self-expression and communication P10: demonstrates a willingness to participate in performance, composition, musicology and aural activities P11: demonstrates a willingness to accept and use constructive criticism				


SUBJECT: MUSIC 2

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week: 10	Week: 7	Week: 9/10
		Date: 4/04/2024	Date: 13/06/2024	Date: Exam Period
		Task 1 Composition & Aural	Task 2 Performance & Musicology	Task 3 Performance, Musicology Aural
Performance	25%		10%	15%
Composition	25%	25%		
Aural	25%	5%		20%
Musicology	25%		20%	5%
Totals	100	30%	30%	40%
Outcomes		P2 P3 P4 P6 P8	P1 P7 P9 P11	P5 P7 P10 P12
Outcomes: P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations P6 discusses and evaluates music making constructive suggestions about performances and compositions P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied P9 identifies, recognises, experiments with, and discusses the use of technology in music P10 performs as a means of self expression and communication P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities P12 demonstrates a willingness to accept and use constructive criticism				


SUBJECT: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week: 7	Week: 8	Weeks: 9 & 10
		Date: 15/3/2024	Date: 21/6/2024	Date: Exam Period
		Task 1 Core 1 Take home research. In class response	Task 2 Core 2 In class written response to stimulus	Task 3 Yearly Exam 35%
Knowledge and understanding of *Factors that affect health *The way the body moves	30%	10%	10%	10%
2. Skills in *Influencing personal and community health *Taking action to improve participation and performance in physical activity	30%	10%	10%	10%
3. Skills in critical thinking, research and analysis	40%	10%	15%	15%
Totals	100%	30%	35%	35%
Outcomes		P1, P2, P3, P4, P5, P6, P15, P16	P6, P10, P12, P14, P15, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17
Outcomes: P1 Identifies and examines why individuals give different meanings to health P2 Explains how a range of health behaviours affect an individual's health P3 Describes how an individual's health is determined by a range of factors P4 Evaluates aspects of health over which individuals can exert some control P5 Describes factors that contribute to effective health promotion P6 Proposes actions that can improve and maintain an individual's health P7 Explains how body systems influence the way the body moves P8 Describes the components of physical fitness and explains how they are monitored P9 Describes biomechanical factors that influence the efficiency of the body in motion P10 Plans for participation in physical activity to satisfy a range of individual needs P11 Assesses and monitors physical fitness levels and physical activity patterns P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4) P15 Forms opinions about health-promoting actions based on a critical examination of relevant information P16 Uses a range of sources to draw conclusions about health and physical activity concepts P17 Analyses factors influencing movement and patterns of participation				


SUBJECT: PHOTOGRAPHY

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 10	Week 8
		Date: 4/4/24	Date: 4/07/24	Date: 12/9/24
		Task 1 Photograms/ Dark Room Tasks Man Ray and History of Photography Booklets	Task 2 Portrait/Film Noir Portrait Theory	Task 3 Colour Practical Task Colour Research Slide Presentation - Theory Task
1. MAKING	70	20%	25%	25%
2. CRITICAL AND HISTORICAL STUDIES	30	10%	10%	10%
Totals	100	30%	35%	35%
Outcomes		M5, M6, CH2	M1, M3, CH1	M2, M4, CH3
Outcomes: Making M1 – generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice M2 - explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works M3 - investigates different points of view in the making of photographs and/or videos and/or digital images M4 - generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images M5 - develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images M6 - takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works Critical and Historical Studies CH1 -generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging CH2– investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations CH3– distinguishes between different points of view and offers interpretive accounts in critical and historical studies CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production				


SUBJECT: PHYSICS

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 2	Term 3	Term 3
		Week:1	Week: 2	Week: 9 &10
		Date: 2/05/24	Date: 1/08/24	Date:Assessment Period
		Task 1 Depth Study	Task 2 Skill Based Assessment	Task 3 Preliminary Examination
Knowledge and understanding	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	20%	20%
Totals	100%	30%	30%	40%
Outcomes		PH11-1, 11-2, 11-3,11-4 11-7, 11-9	PH11-3,11-4, 11-5,11-6, 11-11	PH11-5,11-6, 11-8,11-9, 11-10,11-11
Outcomes: PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism				


SUBJECT: SPORT, LIFESTYLE AND RECREATION

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 8	Week 4	Weeks 9 & 10
		Date: 22/03/2024	Date: 24/05/2024	Date: Exam Period
		Task 1 Topic test and skills demonstration	Task 2 Report and skills demonstration	Task 3 Yearly Exam
Knowledge and Understanding	50%	10%	10%	30%
2. Skills	50%	25%	25%	
Totals	100%	35%	35%	30%
Outcomes		1.1,1.3,1.4,2.1,2.4, 3.1,3.2,3.6,3.7 4.1,4.4,4.5	1.2,1.3,2.2,3.1,3.2,3.3 4.1,4.4	1.1,1.2,1.3,1.6, 2.1,2.2,2.3,2.4,2.5, 3.1,3.2,3.3,4.1, 4.2,4.5
Outcomes 1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport 4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity				


SUBJECT: SOCIETY AND CULTURE

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 9	Week 10	Weeks: 9-10
		Date - 25/03/24	Date - 1/07/24	Date - Exam period
		Task 1 - In-class presentation - Social and Cultural World - 20%	Task 2 - "Mini PIP" - Social and Cultural Identity (Hand-In) 40%	Task 3 - End of Year Examination - All Topics (Supervised Exam) 40%
Knowledge and understanding of course content	30%	10		20
Analysis and evaluation	20%		10	10
Plan, conduct and report on inquiry and research	20%		20	
Demonstration of Social and Cultural Literacy, with appropriate concepts, terms and information	30%	10	10	10
Totals	100%	20	40	40
Outcomes		P1, P5, P7, P8, P10	P2, P3, P5, P6, P9, P11	P1, P2, P3, P4, P7, P10
Outcomes: A student: P1 - describes the interaction between persons, societies, cultures and environments across time P2 - identifies and describes relationships within and between social and cultural groups P3 - describes cultural diversity and commonality within societies and cultures P4 - explains continuity and change, and their implications for societies and cultures P5 - investigates power, authority, gender and technology, and describes their influence on decision making and participation in society P6 - differentiates between, and applies, the methodologies of social and cultural research P7 - applies appropriate language and concepts associated with society and culture P8 - selects, organises and considers information and sources for usefulness, validity and bias P9 - plans an investigation and analyses information from a variety of perspectives and sources P10 - communicates information, ideas and issues using appropriate written, oral and graphic forms P11 - works independently and in groups to achieve appropriate goals in set timelines				

SUBJECT: VISUAL ARTS

Preliminary Assessment Schedule 2024

 Component	Weighting	Term 1	Term 2	Term 3
		Week 10	Week 10	Weeks: 9 & 10
		Date: 4/04/24	Date: 2/07/24	Date: Exam Period
		Task 1 Critical and Historical Studies Essay & VAPD	Task 2 Artmaking - Artist Book	Task 3 Preliminary Exam
1. Art making Including Practice Conceptual Framework and frames	50%	10%	40%	
2. Art criticism / art history Including Conceptual Framework, Frames, Practice	50%	20%		30%
Totals	100	30%	40%	30%
Outcomes		P2, P10	P1, P5	P7, P9
Outcomes: P1 explores the conventions of practice in art making P2 explores the roles and relationships between the concepts of artist, artwork, world and audience P3 identifies the frames as the basis of understanding expressive representation through the making of art P4 investigates subject matter and forms as representations in artmaking P5 investigates ways of developing coherence and layers of meaning in the making of art P6 explores a range of material techniques in ways that support artistic intentions P7 explores the conventions of practice in art criticism and art history P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed				

VOCATIONAL EDUCATION And TRAINING (VET) Courses

Assessment requirements for vocational education and training courses

Vocational Education and Training (VET) courses are competency based. In a competency based course a student's performance is judged against a prescribed standard not against the performance of other students. A student's performance will be judged as being either competent or not yet competent against the prescribed standard; the judgment is made on the basis of evidence which can be in a variety of forms.

Schools are not required to submit a School Based Assessment Mark for these courses. They are however required to provide an estimated examination for a student entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or task similar in nature to the HSC examination such as a Trial HSC Examination. These must be submitted at the same time as the school assessment marks for other HSC courses but will only be used only in the case of a successful illness/misadventure appeal.

Competency-based assessment is based on the requirements of the workplace. Competency incorporates all aspects of work performance including problem solving and the capacity to apply skills and knowledge in both familiar and new situations.

Assessment of competence involves assessment of skills and knowledge combined. Students will be provided with an assessment outline at the beginning of the course and will be informed of the dates for which tasks are due. All tasks must be handed in on the date they are due. It is the student's responsibility to understand the school's guidelines on assessment tasks.

Work Placement

Work Placement is a mandatory HSC requirement. A minimum of 70 hours work placement training over the two year course must be completed. That is 35 hours one week in year 11 and 35 hours in year 12. Students must ensure that they complete the 35 hours of work placement prior to commencement of year 12 HSC.

In the week that students are undertaking their work placement they will not be required to come to school. Work missed however will be the student's responsibility. If an assessment task takes place during the week of the work placement it is up to the student to negotiate with their teacher another suitable time for it to be completed. Students may also be expected to work industry hours. Students will be notified and a Student Placement Record letter will be sent home in regards to when and where students will be required to undertake their placement.

Should a student not complete their work placement due to an illness the student must ring the employer that morning and explain the situation. The student is also required to contact the school and notify them of the absences as well as present a medical certificate to the school on return. The day missed will be the responsibility of the students to negotiate with the employer in order to complete the mandatory hours. Failure to attend a day of work placement may result in the student being "not yet competent" in the area of the course, which will in turn influence eligibility to achieve an Australian Quality Framework certificate .

HSC Examination

The HSC examination in VET courses is optional. Only students who have completed the 240 indicative hours courses are eligible. Students will nominate during the HSC year whether they will undertake the optional examination.

Students who choose to withdraw from the HSC examination will need to complete a withdrawal form obtainable from their VET teacher. Students who undertake the exam can have their mark contribute to their ATAR.

The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for the AQF qualifications.



School Name: Northmead CAPA High School
Course: Preliminary - Entertainment Industry

Macquarie Park RTO 90222
Student Assessment Schedule 2024

Assessment Tasks for Certificate III in Live Production and technical Services CUA30420		Cluster 1	Cluster 2	Cluster 3	Yearly Examination
		White Card	Safe and Sound	Bump in the Light	
	Assessment Due:	Term 1 Week: 4 23/02/24	Term 2 Week 4 21/05/24	Term 3 Week 7 3/09/24	Term 3 Week 9-10
Code	Unit of Competency				HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WP			
CUASOU331	Undertake live audio operations		X		
<u>CUAWHS312</u>	Apply work health and safety practices		X		
<u>CUALGT311</u>	Operate basic lighting			X	
<u>CUASTA212</u>	Assist with bump in and bump out of shows			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420 or a Statement of Attainment towards Certificate III in Live Production and Services CUA30420.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Hospitality



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Northmead CAPA HS

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
Code	Unit of Competency	Week 3 Term 2 Date 17/5/24	Week 5 Term 3 Date 23/8/24	Week 9-10 Term 3 Date TBA
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.]

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: Northmead CAPA High School
Course: Preliminary - Retail Services

Macquarie Park RTO 90222
Student Assessment Schedule 2024

Assessment Tasks for Certificate III in Retail SIR30216		Cluster 1	Cluster 2	Cluster 3	Yearly Examination
		Safety	Customer Service	Are you being served?	
	Assessment Due:	Term 1 Week: 8 19/03/24	Term 2 Week 6 3/06/24	Term 3 Week 5 20/08/24	Term 3 Week 9-10
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	x			
SIRXCEG001	Engage the customer		x		
SIRXCOM002	AWork effectively in a team		x		
SIRXCEG002	Assist with customer difficulties			x	
<u>SIRXCEG003</u>	Build customer relationships and loyalty			x	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.